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Directing Physical Education in the Canadian YWCAs: Margaret Eaton School's Influence, 1901-1947

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Physical Education (PE) programs in the Canadian Young Women's Christian Association (YWCA) instituted at the turn of this century began to flourish in the 1920s. This growth coincided with the expansion of other sport and PE opportunities for women in the Western world and Canada. This paper examines the nature and significance of the Margaret Eaton School on the leadership of women's physical education, and to some extent, sport during the first half of the nineteenth century.

Background

Building on the coattails of such forces as dress reform, the use of bloomers more useful in cycling (late 1800s), the suffrage movement (1910s), and women taking wartime jobs typically reserved for men (1914-1919), the 1920s and 1930s was a time of increased interest and participation in athletics and physical activity by women. Boutilier and SanGiovanni define the period of 1917 to 1936 in the United States as the "first female athletic era" (1). In New Zealand during this time period, netball found greater acceptance among women (2). Hargreaves argues that the interwar years "produced conditions which stimulated the growth of sports and recreation" (3).

During the 1920s and 1930s, Canadian society was no different, and it placed greater importance on PE and sport involvement for women (4). This period was a "golden age" for women in Canadian sport (5), at least in central Canada, which tended to set the pattern for the rest of the nation (6). In terms of elite sport, this was the period of the Edmonton Grads (7); six Canadian women also took home four of five possible medals from the 1928 Amsterdam Olympics (8). The first women sport journalists, such as Fannie Rosenfeld, began writing during this time, and "women's sport

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probably enjoyed more extensive newspaper coverage and attracted larger crowds than any other period in the past century" (9). West, McDonald, and Hall argue that these columns contributed much to the acceptance of women's sports (10). Other elite athletes represented Canada during this time period as well—Lela Brooks in speed skating, Ada Mackenzie in golf, Hilda Strike in swimming, and Dorothy Walton in badminton (11). According to Lenskyj, it was a time when the illusion of male supremacy was challenged (12).

Moreover, at the nonelite level, following World War I there were increased participation rates for Canadian women in sport (13). Bruce Kidd notes that

in softball, ice hockey, and track and field, in the cities of Ontario and the West, participation and spectatorship were on the increase, perhaps at the beginning of another wave of rapid growth. In 1939, a record 1,528 athletes took out WAAF [Women's Amateur Athletic Federation of Canada] cards in Ontario, and both Alberta and Manitoba reported registrations of close to 400....In these centres, the women's sports movement was healthy and thriving until the early 1940s, when mobilization for war eventually ground it to a halt (14).

The Canadian YWCA followed a similar pattern of participation. YWCA associations were formed in towns and cities beginning as early as 1870 in Saint John, New Brunswick. The YWCA associations established a national council in 1893 and met for the first time in 1895. The organization's early programming included "educational classes, physical culture, and religious instruction" (15). Physical culture classes typically involved calisthenics followed by a game, such as basketball. During the first half of the 1900s, the emphasis was to develop women's spiritual, intellectual, social, and physical well being. Physical culture, physical education, and health education directors, as they were successively called, were supposed to develop the whole person. There was also a special interest in using leisure time well, particularly during the unemployment of the early 1930s, when society's concern was what a girl did "when she had nothing to do." During the war years, "Health Education [had] become one of the instruments for building the nation." Health was viewed as the "first and greatest enterprise of the individual" (16).

Some of the earliest YWCA physical education classes were initiated in the 1880s (17). As early as 1903, the Brantford, Ontario YWCA reported having an attendance of 3433, which averages three classes of twenty-two participants for a year. St. Thomas, Toronto, and Ottawa all reported classes in physical culture at this time (18). But no full-time PE directors were needed then.

Interest in PE increased over time, as Table 1 illustrates. There was an increase in the number of YWCAs, the number of YWCAs offering PE classes, and the number of people participating. The YWCAs also began to diversify and offer swimming opportunities.

Table 1 YWCA Physical Education Classes and Enrollment (19)

	1907/8		September 1912		November 1916		
	Classes	Number	Classes	Number	Classes	Number	Swim
Berlin/Kitchener	1	10	2	36			
Brandon					1	50	
Brantford	3	100	3	106	3	85	70
Calgary			2	279	6	60	500
Edmonton					1	24	
Guelph					2	192	125
Halifax					7	141	
Hamilton	2	49	9	300	9	334	440
Kingston			2	69	1	14	
London					1	10	
Montreal			3	372			
Moose Jaw					2	216	
New Westminster					3	48	
Niagara Falls					2	30	
Ottawa	4	71	7	150	13	255	250
Peterborough	6	74	6	146	4	245	
Quebec					16	349	
Regina			1	28	7	287	
Saint Thomas	1	4					
Saskatoon					2	301	
Sherbrooke	1	11					
Stratford	5	107	5	135	5	1155	
Toronto (YWCG)	10	489					
Toronto (YWCA)	1	20	9	1487	17	456	911
Vancouver			11	170	3	155	365
Victoria			1	24	2	44	290
Winnipeg			9	225	10	483	
Sub totals						4934	2951
Totals	34	935	70	3527	117	7885	

These numbers continued to increase into the 1920s to such an extent that the YWCAs began seeking full-time women PE directors (there were at least two PE directors in 1920 and more than thirty in 1939). But where did these women directors receive their training?

The Margaret Eaton School

One of these PE directors informed the author that during the 1930s every PE director in the Canadian YWCAs was a graduate of the Margaret Eaton School (MES) (20). MES began in 1901 as a school of literature and

expression, which included a component of physical culture. In 1907, when the school moved into more permanent facilities provided by Margaret Eaton, wife of the wealthy entrepreneur Timothy Eaton, the physical culture program was expanded, but it still supported the literature and expression courses. The PE program began so that "the body, by a reverential, assiduous care, is made obedient to the mind" (21). Increased student interest in PE and a variety of other circumstances led MES in 1926 to begin offering an exclusive two-year teacher education program in PE for women. In 1942, MES amalgamated with the University of Toronto and helped the University begin Canada's first bachelor's program in PE.

It would be remarkable if the graduates from MES actually filled all the YWCA PE directorships in the interwar period. And if the claim were true and we could verify it, then one could wonder why this situation occurred and what influence MES exerted on the YWCA.

Verifying the Numbers

Determining the educational identity of PE directors was accomplished by comparing the names of MES graduates (22) with names of directors found in various local and national YWCA archival sources (23). Figure 1 graphically illustrates the findings, including both part- and full-time positions.

In the early 1920s, MES graduates held most of the handful of PE positions in the YWCAs. During the 1930s, the number of directors increased by fifty percent; again MES graduates occupied most of these positions. The early 1930s saw fifty to seventy percent of the positions filled with MES graduates. This increased to around ninety percent or higher

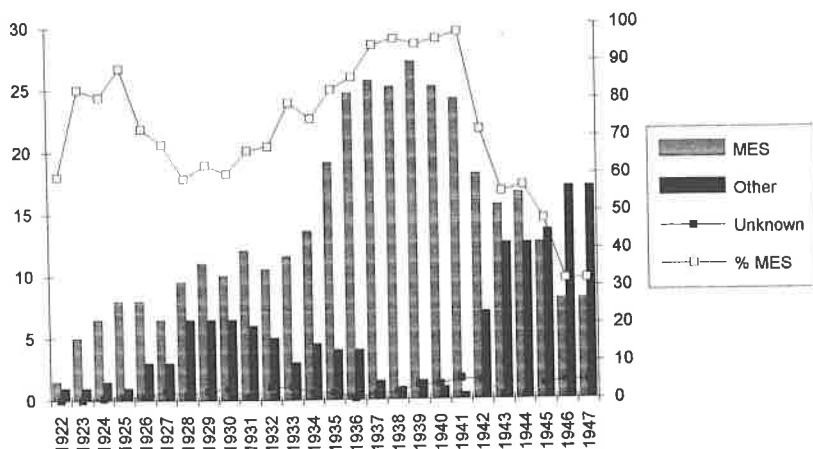


Figure 1 — The educational identity of YWCA PE directors.

in 1937-1941. Though YWCA physical education directors were not exclusively MES graduates during the 1930s, they clearly dominated. Most of the others received their training at McGill (24).

MES graduates were outnumbered for the first time in 1945. By 1946 and 1947, only twenty-seven percent of the PE directors came from MES. The explanation for this decline is that MES closed. (MES amalgamated with the University of Toronto in 1941 and graduated its final class in 1942.) By 1948, the University of Toronto had supplied no fewer than twelve health directors (25); in a way, the University took over where MES left off.

MES graduates not only received more YWCA jobs, but they also stayed with the YWCA twice as long as did graduates from other institutions. MES graduates averaged a three-year commitment in 1.6 positions; overall, they stayed at one YWCA for an average of 1.9 years. Graduates from other institutions stayed for only 1.6 years, at 1.1 positions, with an average length of stay of 1.5 years. The MES graduates stayed longer than those trained elsewhere, and they typically went to two positions while the others stayed at only one.

The 1938 YWCA "reports" noted that the YWCAs were experiencing a sixteen percent turnover in staff. "This extraordinary figure challenges us to search for the real meaning behind such a high turnover" (26). Had they read their own newsletters they would have learned that several employees sought other vocations in the field, others returned to school, and still others (this is probably the most common reason) "resigned to be married" (27). But MES graduates provided the YWCAs with the most committed employees.

Aside from being PE directors in the YWCAs, several MES graduates became YWCA executive directors, such as Dorothy Moore (1924) (28) in Calgary (29), and Phyllis Dean (1938) in Halifax (30). Elizabeth Pitt (1925) was appointed as general secretary of the newly formed Oshawa YWCA in 1945 (31). There were also others who accepted part-time work as counselors at YWCA summer camps (32) or different jobs at the YWCA during the summer months (33).

Other graduates provided leadership through the YWCA's national office. In 1945 Margaret Ryan Robertson (1931) accepted a position as program director for the Farm Service Force, under the National YWCA (34). In 1946, Margaret Davison (1939) was appointed to do research in the program department (35), while Margaret Ryan Robertson (1931) received a one-year appointment as executive director of the department (36). Jess Loaring Edmonson (1939) resigned her position at the Windsor YWCA to take up work with the War Time Services of the National YWCA (37).

Various MES faculty and graduates also served on a variety of YWCA national committees. In 1939, when a committee was assembled to consider revising the set-up of the Leaders' Corps program, MES graduates filled the four-member committee (38). In 1945 and several of the following years, the health education committee included two MES faculty,

Florence Somers and Elizabeth Raymer, as well as two MES graduates, Mary Barker (1925) and Lillian Thomson (1927) (39). Mary Barker was appointed as health education secretary to the national staff of the YWCA in 1949 (40). Bessie Pitt (1925) also served on the YWCA's senior activity committee (41).

MES graduates also worked for the YMCA in places where no YWCA operated. An example was Annie McCulloch (1927) who, in 1928, was doing "girls work and physical education under the Truro YMCA" (42). There was also Frances Greenway (1940), Joan MacMillan (1940), and Betty Brigham Davis (1932), who worked in YMCAs in Lethbridge, Westmount, and Sydney, respectively (43).

More adventurous MES graduates took jobs in YWCAs outside of Canada. The fact that they were offered international positions further demonstrates the confidence the YWCA had in MES graduates. These graduates worked in the United States (44), Bombay (45), Calcutta (46), Cairo (47), and Burma (48). One of these graduates, Kathleen Pepler (1922), accepted a three-year position at the Calcutta YWCA, where she was employed by the Indian government to teach the first women PE teachers there (49). Not only did the YWCA have confidence in MES graduates, but apparently so did the Indian government. MES's international influence is beyond the scope of this study.

Though the Canadian YWCA physical education departments were not directed totally by MES graduates, these graduates clearly dominated these positions—they held most of them and kept them longer than others. In addition, MES graduates held positions with the YWCA in the Canadian national office, and in summer camps, they directed Canadian YWCAs, participated on national YWCA committees, and worked in Canadian YMCAs and in YWCAs beyond Canada.

Why This Domination?

In its forty-one year history, MES graduated approximately 450 full-time graduates, more than three-hundred of whom graduated in PE between 1920 and 1942. One of the first reasons for MES's domination of the YWCAs is that it simply prepared many more women physical educators than did any other Canadian educational institution, and therefore flooded a narrow market of YWCA physical education directors. Beginning in 1900, the University of Toronto offered a diploma course for gymnastics and physical drill for men; a women's course was added in 1901. This program was not well received, and there were few graduates from this program (50). McGill began offering a two-year diploma course in PE only in 1919 and provided no major competition for MES (51).

Secondly, MES was a leader in Canadian PE. It was one of the first schools to provide comprehensive postsecondary education focusing on

women's PE. Canada's first program for preparing PE teachers was the Hamilton (Ontario) School of Physical Culture. The Springfield (Massachusetts) YMCA provided the model for the school. Unfortunately, the school was short-lived, lasting from 1899 to 1913. MES was also the birthplace of the Canadian Physical Education Association in 1933 (CPEA) (52). It was one of the first Canadian institutions to train women camp counselors (53). It was a Normal school on the forefront of PE in Canada.

Thirdly, MES and the YWCA share a parallel history. In some ways, the school was at the right place at the right time. PE did not really take off in the YWCAs until the 1920s; the same can be said of MES. During the 1920s, when the YWCA needed PE directors, MES was there with the graduates. This increasing emphasis on PE was also evidenced in Canadian society. In the sport-encouraging, historical-cultural context of the golden age of the 1920s and 1930s, interest in PE grew, and MES was there to provide leaders.

One might still wonder why MES graduates chose to work at YWCAs and not teach in Canada's public schools. This is because the Ontario Ministry of Education was inflexible: It refused to grant certification to graduates of a nondegree granting school. MES's broader impact was muted by Ontario's centralized and inflexible accreditation policy, one which prevented MES graduates from taking their place in the PE programs of the public schools without going to the Ontario College of Education—which, incidentally, did not even have a full-time professor of physical education until Helen Bryans began in 1929 (54). Therefore, the graduates looked to private schools and the YWCAs for employment (55).

Influence Beyond Numbers

MES and the YWCA recognized that they mutually benefited each other. A MES newsletter noted:

As a large number of our graduates teach in Young Women's Christian Associations, the National Council of the Y.W.C.A. has arranged to have those in the senior class who are definitely interested in association work visit a Y.W.C.A. for a couple of days this spring. By this means, it is hoped to give them a chance to see the physical department at work, and to get an understanding of the relation of the department to the Association as a whole. . . (56).

Seniors at MES also received general lectures by members of the national council or the personnel committee of the council on YWCA work, and Dorothy Jackson (1927) gave four lectures on the working of the physical education department in particular (57).

With so many MES graduates working as YWCA physical education directors, the 1935 note from the YWCA appears odd: Its physical directors

were those "with good university qualifications or graduates of some recognized school of specialized training" (58). Even though most of those who came from a "recognized school of specialized training" were MES graduates, it seems that the YWCA wished to emphasize the more advanced credentials of the few PE directors who had them.

The principals of MES—Emma Scott Raff Nasmith (1901-1925), Mary Hamilton (1925-1934), and especially Florence Somers (1934-1942)—also directly contributed to the YWCA work. In 1903, the Toronto YWCA published in its newsletter Scott Raff's short story, "By the Wayside" (59). Nasmith, who had unhappily resigned from MES in 1925, continued to teach a class at the Toronto YWCA. This class "in social deportment [was] again proving most popular with over 100 girls registered" (60). Mary Hamilton composed an article for the Y's international journal in which she discussed the beauties of nature and their spiritual significance (61).

During the 1930s, when the number of PE directors in the YWCAs rose sharply and were predominantly filled with MES graduates, probably the most influential person in this equation was Florence Somers. Prior to coming to MES in 1934, Somers worked as associate director of the Sargent School and assistant director in the Massachusetts department of education. In 1935, Somers was selected as CPEA's first treasurer, and from 1939 to 1941 she served as CPEA's second president (the first woman appointed to that position) (62). She taught MES students a philosophy that encouraged "femininity and charm and withal a zest for action and a vital personality which is the reflection of a love for activity" (63). This was certainly a vision she wished her students to take with them as they took up PE director positions at the YWCAs.

Her views are most explicitly stated in her book, *Principles of Women's Athletics* (64). These views were summarized in a 1936 YWCA *Newsletter*, and then culled for the *Bulletin* of the CPEA (65). She addressed five areas in her writing. She first emphasized that a "medical examination should be given to every girl before she enters competitive athletics." Her second and main argument is the need for women leaders for girls. In this respect, Somers makes the following points:

Girls' athletics will never be conducted in sympathy with girls' health and girls' interests until there are enough trained women leaders in the country to do the work. . . . They [women leaders] must believe in athletics for girls, and in more athletics for more girls, rather than in the training of a limited number. Nine times out of ten, a man is interested in skill rather than in the girl. He sees athletic ability; he wants to train it and perfect it; he wants to win championships with it. The girl is merely the means to the end, for him. Women, with more of the personal human viewpoint, must show men that girls cannot be used in this way, that it is a kind of exploitation which may do the girl considerable harm....The woman who would lead girls

away from this influence must be vastly understanding and sympathetic with the girl. She must have played games herself before she can fully understand a girl playing games....Girls' athletic games should be adapted to the abilities, the needs, and the interests of girls and women. It is true that men leaders do not understand the physical limitations of girls, and they are not the proper confidants for girls' problems of health and periodicity. More than this, they do not understand the reason for or the spirit behind changes in rules and regulations of games for girls (66).

Thirdly, Somers felt that a

type of publicity is needed which recognizes the natural limitations of girls in athletics, which stresses the playing rather than the beautiful girl in the abbreviated costume, and which, when possible, pictures the group rather than the individual. Many of us would like to eliminate the slangy language of sport writers where girls are concerned (67).

Fourthly, Somers was concerned that gate receipts brought in new problems, such as a must-win attitude in overfilled halls in which the air becomes bad and the dust rises.

All of these conditions render the game dangerous to the girl playing. She strives hard to satisfy the crowd and to win, and is so doing she may push herself past the point of fatigue, or she may play when not in condition to do so. A scheduled game cannot be postponed because members of the team are incapacitated by a natural function. The answer to this is that regular, scheduled league games are more hazardous to the girl than invitational, impromptu, social games (68).

Her final point concerned the joy that is brought to a contest when awards and prizes are done away with (69).

In many ways Somers's ideas reflected the time period. Her concerns about men not being "proper confidants for girls' problems of health and periodicity" and about women's incapacitation "by a natural function," were conservative (70). She also adopted the views of the time regarding female frailty, and promoted the notion that women's innate tendency is to shun competition. As a result, Somers advanced the position of the women's section of the American Physical Education Association, which condemned "formal spectator athletic contests in any activity for women because of their effect on health and character" (71).

In addition, in 1931 Somers spoke on "The Importance of Good Posture," in connection with the Toronto Y's "Health Week Campaign" (72). In 1936 she instructed dance at a YWCA refresher course (73). At the 1940 YWCA national convention Somers led a discussion on standards for girls

and women in sports and athletics at one of the sessions of the health and physical education (74). She also served on the national health education committee in the late forties (75).

MES graduates also promoted Somers's views in their leadership positions. Continuing education was a priority for MES graduates, and this was apparent in the YWCA. Refresher courses for Canadian YWCA physical directors were first held May 25 to June 1, 1933. Kathleen Pepler (1922) led a class on German work, and demonstrations were done by MES and Branksome students (76). The 1936 refresher course was dominated by MES graduates. Three MES faculty—Mildred Wickson, Florence Somers, and Marion Hobday-Allen—gave instruction in dance, and Jackson (1927) led a workshop (77). In 1938, the course was moved to December so that "many of the physical directors will remain for the leaders' course which has been arranged by the Margaret Eaton School," a course that had been running since 1931 (78).

Other one-day conferences were held for YWCA physical educators; these also followed the same pattern of MES domination (79). In fact, national YWCA conventions were considered reunions for many MES graduates (80). Not surprisingly, MES graduates also led sessions at these conferences. Jane Bell (1930) and Grace Craig (1928) led two workshops at the first conference of the Ontario YWCA health departments, held in 1931 (81). Kathleen Pepler (1922) taught the relatively new Danish and more traditional German gymnastics, as well as games, at a refresher course in Winnipeg (82). Dorothy Jackson (1927), appointed as assistant professor of PE at the University of Toronto in 1942, spent March and April of 1943 offering refresher courses for the YWCA across the country (83). The following year she assisted with refresher courses offered to the eastern associations (84). Students studying at MES also gave "a display of their work in gymnastics," and "English country dancing, tap dancing, and waltz," at the conclusion of the Toronto YWCA's health program (85). When Zerada Slack's book, *Health Education—A Handbook for Secretaries*, 1944, was published, she thanked eight people for helping her prepare the outline and provide materials—all but one was an MES graduate (86).

MES graduates also extended their influence at the level of the International Y. Some, especially graduates from the 1930s, attended the international YWCA conferences and published articles in the Y's international journal (87).

The MES influence on the YWCA is especially strong because it existed during the formative years of the YWCA's physical education program. The historical foundations of this institution set important patterns for future directions (88). This parallel and mutually beneficial relationship between MES and the Canadian YWCA was about women leading women. It was about women leaders taking initiatives, organizing, teaching, writing, exploring the world, testing their abilities, and helping other women.

Conclusions

As the Canadian YWCA's PE program emerged, MES was there to provide the people to give leadership. MES provided an opportunity for women to train other women thoroughly in PE. It would be of further interest to pursue further research on three women, in particular: Florence Somers, Mary Hamilton, and Dorothy Jackson (89). The school's graduates dominated the YWCA physical education directorships particularly in the 1930s. Several of these graduates approached their vocation with missionary zeal, working on YWCA committees, leading workshops at YWCA conferences, writing for the international YWCA journal, taking part-time positions in YWCA camps, helping women in YMCAs when there was no YWCA in the city, and assisting women in YWCAs in the United States, India, and elsewhere.

Although MES ran in the black from 1926 on (in part due to various contributions of the T. Eaton Company), the Eaton Company pressured the school to close in a manner that would not hurt the reputation of the company. When the University of Toronto decided to begin a bachelor's program in PE, Somers felt it would be in the best interest of the school to join the university rather than compete with it. She feared that prospective students would rather get a degree in PE than a diploma, which limited employment opportunities. MES had graduated a class of thirty-one students in 1941, their largest class. One wonders if their logic was correct. In any event, the University gained the professional interest in physical education that MES had given momentum to. The University also gained MES's financial surplus of over \$10,000, MES's six-hundred volume library, three experienced and competent MES faculty, the MES secretary, and the elimination of a competitor (90). When the amalgamation between MES and the University of Toronto was complete, this educational opportunity for women to lead women was gone.

In summary, it is evident that MES graduates took many YWCA jobs. These jobs provided an important opportunity for women physical educators, trained by women, to give leadership to an emerging and important women's organization in Canadian history, thus contributing to a golden age for Canadian sportswomen. The Margaret Eaton School controlled physical education during the important formative years of the Canadian Young Women's Christian Association. Although it could be argued that MES's perspective tended to be conservative, its demise meant that an important opportunity for women to lead women had disappeared.

Endnotes

Note: *News* is an abbreviated form of *The News of the School*, a quarterly alumni newsletter first produced by the Margaret Eaton School (MES) and then later by the University of Toronto. Copies of these newsletters are in a personal collection of the author.

The material noted "NAC" is found in the National Archives of Canada, where the Young Women's Christian Association of Canada records are kept. The accession number is MG28 I 98.

1. Mary Boutilier and Lucinda SanGiovanni, *The Sporting Woman* (Champaign: Human Kinetics, 1983), 33.

2. John Nauright and Jayne Broomhall, "A Woman's Game: The Development of Netball and a Female Sporting Culture in New Zealand, 1906-70," *The International Journal of the History of Sport*, 11 (December 1994): 396.

3. Jennifer Hargreaves, *Sporting Females: Critical Issues in the History and Sociology of Women's Sports* (London: Routledge, 1994), 144.

4. Helen Lenskyj, *Women, Sport and Physical Activity: Research and Bibliography* (Ottawa: Minister of Supply and Services Canada, 1988), 39.

5. N. Howell and M. Howell, *Sports and Games in Canadian Life: 1700-Present* (Toronto: Macmillan of Canada, 1969), 154; and Sheila Mitchell, "The Organizational Development of Women's Competitive Sport in Canada in the 1920's," (Master's thesis, University of Windsor, 1976), 137.

6. R.S. Lappage, "Sport as an Expression of Western and Maritime Discontent in Canada Between the Wars," *CJS*, 8 (May 1977): 69.

7. D.G. Bell, "Edmonton Commercial Grads . . . Have No Equal Amongst Girls' Basketball Teams," *Maclean's*, 1 December 1923, 68-70; Cathy Macdonald, "The Edmonton Grads," (Master's thesis, University of Windsor, 1976); and E. Chalus, "The Edmonton Commercial Graduates: Women's History," in *Winter Sports in the West*, ed. E.A. Corbet and A.W. Rasporich (Calgary: Historical Society of Alberta, 1990), 69-86.

8. D. McDonald, "20's and 30's Were the Golden Age: Women and Sport in Canada," *Champion*, 5 (March 1981): 4-6; and "Women at the Olympics," *Champion*, 8 (August 1984): 70.

9. Helen Lenskyj, *Out of Bounds: Women Sport and Sexuality* (Toronto: The Women's Press, 1986), 67.

10. J. T. West, "Two Greats From the Golden Age of Sport for Canada's Women: Ethel Catherwood and Bobbie Rosenfeld," *Sport Ontario News*, 7 (May/June 1978): 14-15; McDonald, 5-6; and M. Hall, *Fair Play: Towards Sex Equality in Canadian Sport* (Ottawa: Canadian Advisory Council on the Status of Women, 1982), 25.

11. S. F. Wise and D. Fisher, *Canada's Sporting Heroes* (Don Mills, Ontario: General Publishing Company, 1974), 194-195, 267-268, 277; and McDonald, 4.

12. Lenskyj, 70.

13. Ibid.

14. B. Kidd, "'Girls Sport Run By Girls': The Women's Amateur Athletic Federation of Canada 1925-1941," (Paper presented at NASSH, Loyola University, Chicago, 24-27 May 1991), 37.

15. "The Young Women's Christian Association," National Archives of Canada [or NAC], vol. 23, 1944.

16. Ibid.

17. "The Story of the YWCA in Canada, 1893-1933," NAC, vol. 61-16, 31.

18. "Dominion Tie," NAC, vol. 46, Dec. 1903.

19. "The Young Women of Canada," NAC, vols. 46-8, -14, and -19.

20. Nette Morrison, correspondence with the author, 8 November 1991.

21. "The Margaret Eaton School of Literature and Expression," *News*, 8 January 1907, p. 4.

22. John Byl, "The Margaret Eaton School, 1901-1942: Women's Education in Elocution, Drama, and Physical Education" (Ph.D. diss., the State University of New York at Buffalo, 1992), Appendix H1, 36-78.

23. The YWCA newsletters were used. They were variously named *Young Women's Gazette*, 1900-1901; *Dominion Tie*, 1902-1904; *The Young Women of Canada*, 1905-1916; *Association Outlook*, 1917-1920; *Newspacket*, 1920-1923; and *YWCA News*, 1923-. There were also staff directories from 1943-1948: "YWCA Canadian Staff Directories, 1943-1948," NAC, vol. 77-1.

24. Marcia Shea went to Niagara Falls. "YWCA Notes," NAC, vol. 47-8, Dec. 1928.

25. In 1945, one begins to read of University of Toronto students and graduates getting YWCA jobs (i.e., Nancy Fairley to Hamilton, Muriel Finlayson assistant in Montreal, Jean Haig Hartman in the Midland YM, and Irene Martin teaching swimming in Windsor for the summer). *News* XIII, 1 (October 1945), p.4; and XVI, 1 (Fall 1948).

26. "Annual Report 1938," NAC, vol. 9-8, 11.

27. Grace Craig (1928) went to direct a recreation centre for Falconbridge Mines; Viola Harvey (1932) went to study at the University of Wisconsin; Beryl Field went to teach in a Montreal High School. "YMCA Notes," NAC, vol. 47-16, Oct. 1936. Phyllis Wray (1937) went to become physical director at Dalhousie University, and Kay Forbes (1931) went into training for becoming a nurse. "YWCA Notes," NAC, vol. 47-17, Oct. 1937.

28. Year in parenthesis indicates the year of graduation from MES.

29. *Y News*, October 1929.

30. *News* VI, 1 1938.

31. "Minutes," NAC, vol. 11-2, April 12, 1945, 414.

32. For example, Jean Gibson (1925), who worked as a counsellor for one of the YWCA's summer camps in 1924. "Camp Committee (1), 1917-1929," NAC, vol. 16-3, March 24, 1924. There were six members of the class of 1939-40 who worked in summer YWCA camps. *News* VIII, 1 (September 1940), p. 2.

33. "Margaret Ross (1936) is in charge of the 'Y' work at Cornwall for the three summer months," *News* VI, 4 (June 1940), p. 3.

34. *News* XII, 4 (June 1945), p. 7.

35. "Minutes," NAC, vol. 11-5, August 1, 1946, 564; Oct. 24, 1946, 575; Nov. 14, 1946, 584.

36. "Minutes," NAC, vol. 11-5, Nov. 14, 1946, 584. This is a position that Mary Barker (1925) assumed in 1949. "Minutes," NAC, vol. 11-5, Nov. 9, 1948, 720.

37. *News* XII, 4 (June 1945), p. 6.

38. "Y.W.C.A. Physical Directors Meet in Health Program Conference," *Globe and Mail* (28 December 1939): p. 8; and "Y.W.C.A. Physical Directors Confer on Health Education Trends," *Bulletin of the Canadian Physical Education Association* 6, no. 3 (February 1939): 2.

39. "Health Education Committee, 1933-1944," "1945-1947," and "1947-1952," NAC, vols. 17-15, -16, Jan. 10, 1944, Nov. 27, 1945, Dec. 5, 1945, May 6, 1949.

40. *News* XVI, 3 (Spring 1949), p. 4.

41. "Senior Activities Committee, 1945-1946," NAC, vol. 17-12.

42. "YWCA Notes," NAC, vol. 47-8, Sept. 1928.

43. *News* VIII, 2 (December 1940), p. 6.

44. Jean Duncan (1923) became part of the staff at the Pittsburgh YWCA in 1925; Ethel McFadzen (1926) went to Duluth; Dorothy Allan (1927) went to Ottumwa, Iowa YWCA (1938 to 1945). "YWCA News," NAC, vol. 47-5, Sept. 1925; "YWCA Notes," NAC, vol. 47-9, Oct. 1929; *News* VI, 1 (September 1938), p. 2; *News* XIII, 3 (March 1946), p. 5; Margaret Large (1941) worked half-time for the Detroit YWCA while she completed her Master's degree at Wayne University. *News* XIII, 4 (June 1946), p. 6.

45. Lucielle Chambers (1922) working in the Bombay YWCA in 1924. "YWCA Notes," NAC, vol. 47-4, Dec. 1924. This work was begun in 1917 and money provided through Canadian fund-raising efforts. "The Young Women's Christian Association," NAC, vol. 23, [Early 1940's].

46. Kathleen Pepler (1922) left in 1928 for three years of work in the YWCA in India. "YWCA News," NAC, vol. 47-8, Sept. 1928, and vol. 47-11, May 1931. Irma Moyer (1931), who had been working for the YWCA and coached two Toronto YWCA basketball teams, took Margaret Burton's place in 1937 as the physical training director of the Calcutta Y. Two years later, Marjorie Culbert (1929) took over from Moyer, before Erma Hayes (1928) took over from her. The Bengal government closed the school in 1946, while Joan Fawcett (1942) was employed there. "Noted Women to be Speakers in Health Week," *Globe* (6 January 1934): p. 14. "1937—We Review the Years," NAC, vol. 9; "Miss Irma Moyer," *Globe* (6 April 1936): p. 8; and "Social Events," *Globe* (20 May 1936): p. 10. "YWCA Notes," NAC, vol. 47-19, March 1939. She resigned a year later because she married. "YWCA Notes," NAC, vol. 47-20, April 1940. *News* VI, 3 (March 1939), p. 4; and VII, 4 (June 1940), p. 4. "World Fellowship Committee, 1940-1945," NAC, vol. 576 Jan. 30, 1940; and "Y.W.C.A. Physical Directors Meet in Health Program Conference," *Globe* (28 December 1939), p. 8. *News* VII, 4 (June 1940), p. 4. Fawcett had intended to leave anyways since she was getting married. *News* XIV, 1 (November 1946), p. 6.

47. Kathleen Pepler (1922) worked in the YWCA in Cairo as its secretary, physical director, senior club leader. Later Elva Miller (1927) replaced Pepler in 1938, and Jean Mooney took her place the following year. "YWCA News," NAC, vol. 47-15, Nov. 1935; *News* VI, 1 (September 1938), p. 2; and *News* VI, 4 (June 1939), p. 3.

48. Edith McFadzen worked for the YWCA in Burma. "YWCA Notes," NAC, vol. 47-11, Nov. 1931.

49. John Hall, correspondence with the author, 15 October 1991.

50. William F. R. Kennedy, "A History of Professional Preparation in Health, Physical Education, and Recreation in Canada," (Ed.D. project report, Teachers College, Columbia University, 1956), 39-48; and F. Cosentino and M. Howell, *A History of Physical Education in Canada* (Toronto: General Publishing, 1971), 30.

51. Cosentino, 36.

52. Fred Bartlett, "The Canadian Physical Education Association Comes into Being," *Bulletin of the CPEA*, 1 (October 1933): 2; C.R. Blackstock, "The Canadian Association for Health, Physical Education and Recreation," in *Physical Education in Canada*, ed. M.L. Van Vliet (Scarborough: Prentice-Hall, 1965), 276-277; and Helen Gurney, *The CAHPER Story* (Vanier: Canadian Association for Health, Physical Education and Recreation, 1983), 4.

53. Dorothy Jackson, *A History of Three Schools* (Toronto: T. Eaton Company, 1953). John Byl, "What Physical Educators Should Know About The Margaret Eaton School," *CAHPER Journal* 59, 1 (Spring 1993): 10-13.

54. H. Gurney, *Girls' Sports: A Century of Progress* (Don Mills, Ontario: OFSAA, nd.), 15.
55. Dorothy Jackson, *A History of Three Schools* (Toronto: T. Eaton Company, 1953); Byl, 1992; and Byl, 1993, 10-13.
56. *News* VI, 3 (March 1939), p. 1.
57. *News* VI, 3 (March 1939), p. 1; and VII, 4 (June 1940), p. 3.
58. "YWCA Notes," NAC, vol. 47-15, Sept. 1935.
59. "The Guild Gazette," NAC, vol. 46-29, 6-7.
60. "YWCA News," NAC, vol. 47-5, Dec. 1925.
61. "Printed Material—YWCA Journal Index 1946-1956," and Mary Hamilton, "The Spiritual Values of Camping," NAC, vol. 72-81, June 1947.
62. Byl, 1993, 10-13.
63. Somers, *M.E.S. Magazine*, 1935-1936.
64. Florence Somers, *Principles of Woments Athletics* (New York: A.S. Barnes, 1930).
65. Florence Somers, "Ideals for Girls' Athletics," NAC, vol. 47-16, March 1936; and *BCPEA*, 3 (9), (1936): 9-10.
66. Somers, *Bulletin*.
67. *Ibid*.
68. *Ibid*.
69. Somers, *Bulletin*.
70. Lenskyj, 25-27.
71. Lenskyj, 36-40, and 69-71.
72. "Miss Florence A. Somers," *Globe* (28 December 1933): p. 8.
73. "'Y' Refresher Course Draws Registrations From All Over Canada," *Globe* (19 May 1936): p. 8.
74. *News* VII, 4 (June 1940), p. 3.
75. "Health Education Committee, 1933-1944," "1945-1947," and "1947-1952," NAC, vols. 17-15, & -16, Jan. 10, 1944, Nov. 27, 1945, Dec. 5, 1945, May 6, 1949.
76. "YWCA Notes," NAC, vol. 47-13, June 1933.
77. "'Y' Refresher Course Draws Registrations From All Over Canada," *Globe* (19 May 1936): p. 8.
78. "Gymnasium Group Observes Reunion," *Globe* (30 December 1932): p. 8; and "Health Education Study on Tuesday," *Globe and Mail* (24 December 1938): p. 10.
79. "Annual Report 1938," NAC, vol. 9.
80. *News* VII, 4 (June 1940), p. 3.
81. "YWCA Notes," NAC, vol. 47-11, Nov. 1931.
82. "Health Education, 1933-1944," NAC, vol. 61-11, June 30, 1933.
83. "Toronto Professor Loaned By University For Refresher Instruction," *Telegram* (8 March 1943): 8.
84. "Health Education, 1933-1944," NAC, vol. 61-11, June 10, 1944.
85. "Demonstrations and Talk at Y.W.C.A. Health Program," *Globe* (9 January 1934): p. 11; and "Health Week Brings Crowd To Y.W.C.A.," *Globe* (13 January 1934): p. 14.
86. Anne Thomson (1942), Florence Riley Dorsey (1942), Dorte Glahn Carnie (1933), Louise Mackenzie (1941), and Margaret Drummond (1942) for helping with outline, Edith Gates (1921), Frances McConnell (1939), and Geraldine Wilson for providing materials. Zeranda Slack, "Health Education—A Handbook for Secretaries, 1944" NAC, vol. 23-2.

87. *News* VI, 4 (June 1939): p. 3; Lillian Thomson, "Around the Alter," September 1946; Lillian Thomson, "Voyage of Discovery," September 1948; Helen Ricker, "The Development of Education Camps for Girls," June 1946; and Margaret Ryan Robertson, "She Has to be Smart," March 1948. "Printed Material-YWCA Journal Index 1946-1956," NAC, vol. 72-8.

88. Metcalfe makes this point in terms of the importance the British had on the formation of sport in Canada. *Canada Learns to Play* (Toronto: McClelland and Stewart, 1987).

89. Byl, 1992, 293-300; Byl, 1993.

90. Byl, 1992, 368-411.